

# SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

**NAME OF SCHOOL/PRINCIPAL:**

**Okapilco Elementary School/Eric Croft**

**NAME OF DISTRICT/SUPERINTENDENT:**

**Colquitt/Dr. Samuel DePaul**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Comprehensive Support School       | <input type="checkbox"/> Targeted Support School | <input type="checkbox"/> Schoolwide Title 1 School |
| <input type="checkbox"/> Targeted Assistance Title 1 School | <input type="checkbox"/> Non-Title 1 School      | <input type="checkbox"/> Opportunity School        |

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

**SIGNATURES:**

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

Principal Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

Title 1 Director \_\_\_\_\_ Date \_\_\_\_\_  
(Title 1 Schools only)

**Planning Committee Members (SWP 8, 16)**

Name	Position/Role	Signature
<b>Eric Croft</b>	<b>Principal</b>	
<b>Brian Knighton</b>	<b>Assistant Principal</b>	
<b>Dr. Gistacy Brown</b>	<b>Academic Coach</b>	
<b>Amy Bennett</b>	<b>Counselor</b>	
<b>Nancy Kent</b>	<b>Teacher</b>	
<b>Kathryn Simpson</b>	<b>Teacher</b>	

Title I only (SWP 10, 15, 19)  
 The Letter of Intent for Title I Schoolwide was submitted on \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ .

Please indicate the programs that are consolidated in this plan: \_\_\_\_\_  
 \_\_\_\_\_

School Designated as a Priority School \_\_\_\_ (Yes or No)                      School Designated as a Focus School \_\_\_\_\_ (Yes or No)

**Needs Assessment/ Data Review Results** (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
<b>PBIS - Learning Environment, Classroom Management, Student Motivation</b>	<b>Needs Assessment</b>  <b>Behavior Data</b>  <b>Climate Rating</b>	<b>PBIS Team</b>  <b>Entire Faculty</b>	<b>Additional Item for Handbook</b>  <b>School Website</b>
<b>Meeting the needs of all learners</b> <ol style="list-style-type: none"> <li>1. SWD</li> <li>2. Learning Styles and modalities</li> <li>3. Appropriate accommodations</li> <li>4. Academically Challenging Environment</li> </ol>	<b>CCRPI</b> <b>Needs Assessment</b> <b>Milestones 2016 Data</b> <b>Performance Targets and Flags</b>	<b>Entire Faculty</b>	<b>Title 1 Parent Night for Federal Mandates and disaggregated data</b>  <b>School Website</b>
<b>Increasing student achievement through writing across all content areas</b>	<b>Needs Assessment Survey</b> <b>2016 GA Milestones Data</b>	<b>Entire Faculty</b>	<b>Title 1 Parent Night</b> <b>Parent Teacher Conferences</b> <b>Local School Governance Team Meetings</b>

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

Increase the percentage of students achieving SGPS of 35% or higher (% Proficient Learner & Above) on GADOE Milestone assessments in reference to the state average in each tested content area in each grade (See charts below for specific assessment goals/Timeline).

This chart represents the percentage of students scoring Proficient or Higher in Achievement

GADOE MILESTONE ASSESSMENT END OF GRADE YEARLY GOALS						
OKAPILCO	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 (2015-2016 State Average)
ELA 3	21.5%	15%	20.5%	26%	31.5%	36.9%
Math 3	35.4%	22%	26.03%	30.06%	34.09%	38.1%
Science 3	29.2%	11%	16.95%	22.9%	28.85%	34.8%
Social Studies 3	9.2%	11%	15.65%	20.3%	24.95%	29.6%
ELA 4	30%	22%	25.78%	29.56%	33.34%	37.1%
Math 4	38.6%	29%	31.83%	34.66%	37.49%	40.3%
Science 4	22.9%	13%	18.13%	23.26%	28.39%	33.5%
Social Studies 4	24.3%	17%	21.45%	25.9%	30.35%	34.8%
ELA 5	25.9%	24%	27.8%	31.6%	35.4%	39.2%
Math 5	33.3%	33%	34.28%	35.56%	36.84%	38.1%
Science 5	23.5%	25%	27.78%	30.56%	33.34%	36.1%
Social Studies 5	11.1%	17%	20.05%	23.1%	26.15%	29.2%

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

**Average Mean Score for Students in SRI**

SRI Average Mean	3 <sup>rd</sup> Grade BM1	3 <sup>rd</sup> Grade BM2	3 <sup>rd</sup> Grade BM3	4 <sup>th</sup> Grade BM1	4 <sup>th</sup> Grade BM2	4 <sup>th</sup> Grade BM3	5 <sup>th</sup> Grade BM1	5 <sup>th</sup> Grade BM2	5 <sup>th</sup> Grade BM3
Okapilco Elementary 2015	325L	370L	452L	516L	566L	629L	651L	688L	746L
Okapilco Elementary 2016	TBA Aug 2016	394L	590L	TBA Aug 2016		700L	TBA Aug 2016		810

**Percentage of Students Achieving Proficient or above in SRI**

SRI	3 <sup>rd</sup> Grade BM1	3 <sup>rd</sup> Grade BM2	3 <sup>rd</sup> Grade BM3	4 <sup>th</sup> Grade BM1	4 <sup>th</sup> Grade BM2	4 <sup>th</sup> Grade BM3	5 <sup>th</sup> Grade BM1	5 <sup>th</sup> Grade BM2	5 <sup>th</sup> Grade BM3
Okapilco Elementary 2015	20%		34%	21%		30%	23%		37%
Okapilco Elementary 2016	TBA Aug 2016	30%	38%	TBA Aug 2016	32%	40%	TBA Aug 2016	37%	44%

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

**Percentage of Third Grade Students Achieving 650 Lexile on GA Milestones ELA EOG**

<b>Okapilco</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2019-2020 (2014-2015 State Average) Waiting on 16 final calculation</b>
<b>%</b>	<b>30.4%</b>	<b>35.8%</b>	<b>41.2%</b>	<b>46.6%</b>	<b>52%</b>

**Percentage of Fifth Grade Students Achieving 850+ Lexile on GA Milestones ELA EOG**

<b>Okapilco</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2019-2020 (2015-2016 State Average)</b>
<b>%</b>	<b>57.00%</b>	<b>59.17%</b>	<b>61.34%</b>	<b>63.51%</b>	<b>65.68%</b>

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

DIBELS	Okapilco		BM1	BM2	BM3 EOY
GRAD E	201 5	201 6			2017
3K - PSF	71.4 %	61.7 %		75%	90%
K - NWF	93.5 %	79.0 %		80%	90%
1	44.6 %	65.8 %		70%	80%
2	52.0 %	38.8 %		70%	80%
3	50.8 %	51.3 %		55%	70%
4	66.7 %	49.2 %		65%	75%
5	53.7 %	57.1 %		60%	70%

## SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Data presented in this chart represents the goals for our Flexible Learning Program

2016-2017 Goals	2015-2016	2016 - 2017	2017 - 2018
To increase the percentage of all students who reach proficiency ELA by 10% as measured by the 2016 Georgia Milestones			
• All students	20.3	+10%	+10%
• Hispanic students	22.2	+10%	+10%
• Black students	8.5	+10%	+10%
• White Students	33		
• Students with Disabilities	6.5	+10%	+10%
• EL students – <i>(waiting for final calculations)</i>		+10%	+10%
To increase the percentage of students reading on grade level as measured by the Lexile Scores of the Georgia Milestones by 10% (within or above stretch band level)			
• All students	53%	+10%	+10%
• 3 <sup>rd</sup> Grade	59%	+10%	+10%
• 4 <sup>th</sup> Grade	42%	+10%	+10%
• 5 <sup>th</sup> Grade	57%	+10%	+10%
• Hispanic students <i>(waiting on school summary report)</i>	+10%	+10%	+10%
• Black students <i>(waiting on school summary report)</i>	+10%	+10%	+10%
• Students with Disabilities <i>(waiting on school summary report)</i>	+10%	+10%	+10%
• EL students <i>(waiting on school summary report)</i>	+10%	+10%	+10%



## **SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

**Increase the percentage of students achieving SGPS of 35% or higher (% Proficient Learner & Above) on GADOE Milestone assessments in reference to the state average in each tested content area in each grade (See charts below for specific assessment goals/timeline).**

See Below for specific goals on sub-assessments the LEA utilizes to monitor student achievement.

**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

Increase the percentage of students achieving SGPS of 35% or higher (% Proficient Learner & Above) on GADOE Milestone assessments in reference to the state average in each tested content area in each grade (See charts below for specific assessment goals/timeline).

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

## SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p> <p>Instruction Standard 7: Provides feedback to students on their performance on the standards or learning targets</p>	<p><b>All</b></p>	<p>Make clear what is meant by high expectations for all students and teachers.</p> <p>*Maintain a sense of urgency by leading faculty in the use of relevant data in all content areas</p> <p>*Use universal screeners and benchmark data to revise and inform instruction</p> <p><b>a. Use of Scholastic Reading Inventory (SRI) Screener 3X a year, DIBELS, &amp; I-Ready</b></p> <p><b>b. Utilization of data to structure and revise Response to Intervention Groups (RTI) at regular intervals throughout the year</b></p> <p>Monitor, provide feedback, and support the implementation of:</p> <p>*Collaborative planning that uses structured protocols and produces effective lesson plans</p> <p><b>a. Facilitate collaborative planning within content areas, among similar course numbers, and throughout vertical courses in regular education, special education, and gifted education</b></p> <p>*Delivery of Georgia Standards of Excellence (GSE)</p> <p>*Utilization of assessment data to ensure teaching and learning aligns to the GSE.</p> <p>*Analyze Georgia Milestones domain performance to target areas of weakness.</p> <p>*Strategic grade group planning over targeted area of weakness &amp; adjust standards, pacing guides, etc, to ensure the weak domains are addressed and taught</p> <p>*Parents will be informed of individual student assessment results/interpretations through teacher newsletters, parent teacher conferences, individual student profile scoring sheets,</p> <p><b>b. Use of SLDS</b></p> <p>*Utilize the data to implement and monitor interventions</p> <p><b>c. Reading Incentive Program</b></p> <p>Group students not meeting standards according to assessment results and assign them to instruction that occurs before, during and after school.</p> <p>*Provide data determined safety nets that will address specific domains and track student growth</p> <p><b>a. Differentiated Reading Block</b></p> <p><b>b. Utilize I-ready math</b></p> <p><b>c. Utilize I-ready reading focus school program</b></p> <p><b>d. Implement SONDAY as an intensive intervention</b></p> <p>*Provide professional learning as needed to support programs and strategies utilized for extended learning and safety nets</p> <p>*Implement the writing curriculum across all</p>	<p>*Individual Student Progress,</p> <p>*Collaborative Planning documentation,</p> <p>*Meeting and professional learning logs</p> <p>*Writing Samples</p> <p>*Journals</p> <p>*DIBELS and SRI</p> <p>*Data</p> <p>*Informal Walkthroughs</p> <p>*TKES Notebook</p> <p>*Classroom Observations</p> <p>*Reading logs</p> <p>*Student work</p> <p>*Classroom Data</p> <p>*Lesson plans</p> <p>*Formative and Summative Assessments</p> <p>*Media Center Circulation Report, Reading Logs,</p>	<p>School Leaders Demonstrate:</p> <p>*Knowledge of implementation status for actions, strategies, and interventions in the content areas</p> <p>*Clear guidance and implementation of Collaborative Planning, monitoring and supporting teacher engagement in the process</p> <p>Teachers Demonstrate:</p> <p>*Understanding of the results of data findings and changes needed to impact student learning</p> <p>*Awareness and internalization of what is expected of Collaborative Planning and the implementation of the rubric</p> <p>Students Demonstrate:</p> <p>*progress being made in DIBELS, SRI growth, I-ready math, I-ready reading</p> <p>*knowledge of basic skills in reading and math to access the curriculum</p> <p>*progress in deficit areas to move down to tier 1 instruction.</p> <p>Parents Demonstrate:</p> <p>*Understanding of their involvement in student achievement.</p> <p>*Knowledge of strategies &amp; activities to enhance student</p>	<p><b>Weekly/Monthly Collaborative Planning observations by School Leaders providing specific feedback to teachers as aligned to the Collaborative Planning documentation in the areas of student work, data review, and best practices.</b></p> <p>Monthly data reports to Leadership Team concerning student progress in content areas, noting especially those students in the lowest quartile</p> <p>On-going professional learning communities for teachers in the implementation of the GSE in the content areas</p>	<p>*Title I Funds</p> <p>*Focus School Funds</p> <p>*Striving Readers Grant Funds</p> <p>PTO</p> <p>Rewards/Incentives</p> <p>Resources: Chart paper, markers, chart stand, data notebooks, ink, sheet protectors, dividers, Colquitt County Warehouse List for Instructional Supplies, poster charts,</p> <p><b>I-ready coach books (reading, math)</b></p>
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**SMART GOAL #1 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

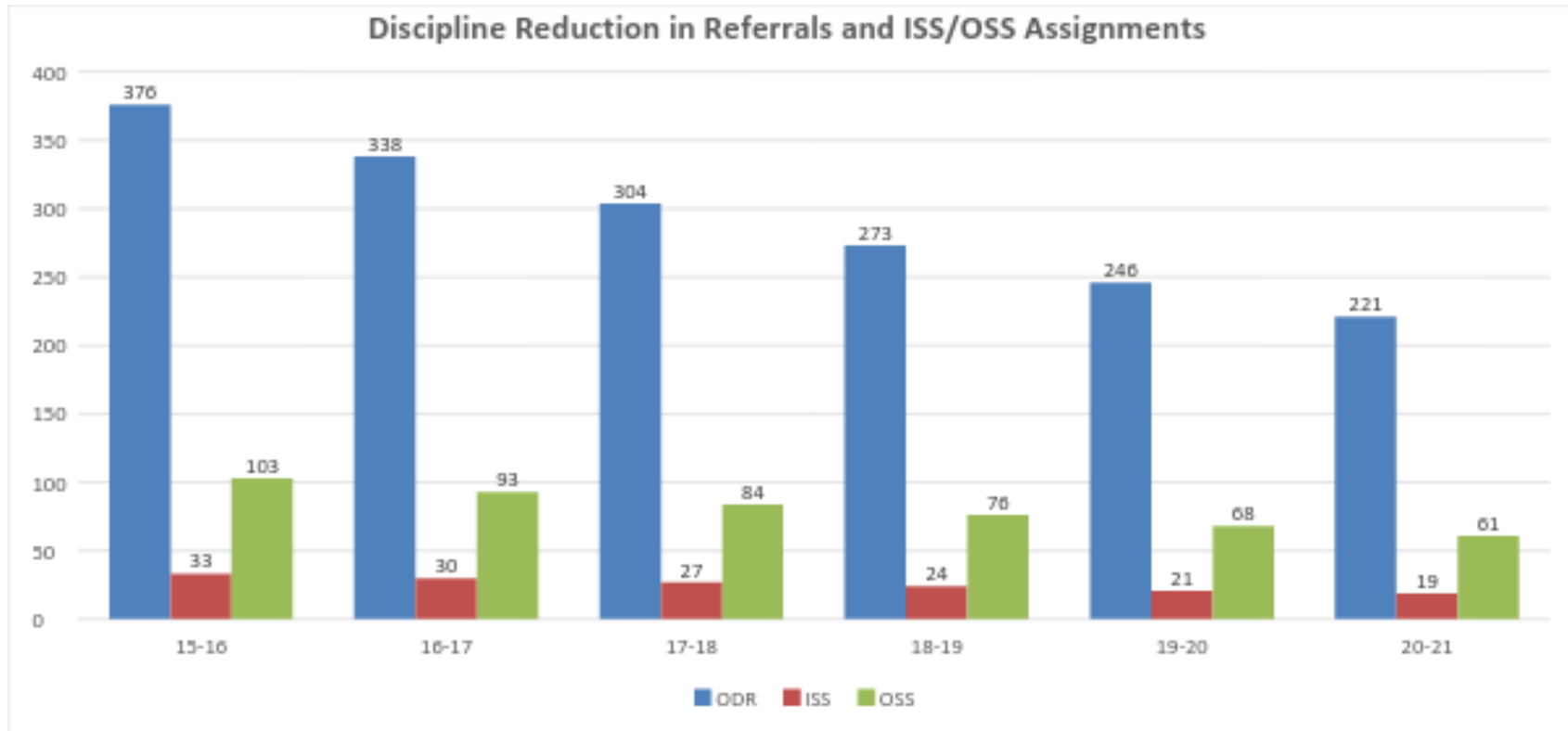
		grade levels with fidelity		learning outside of the school environment.		
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## SMART GOAL #2 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

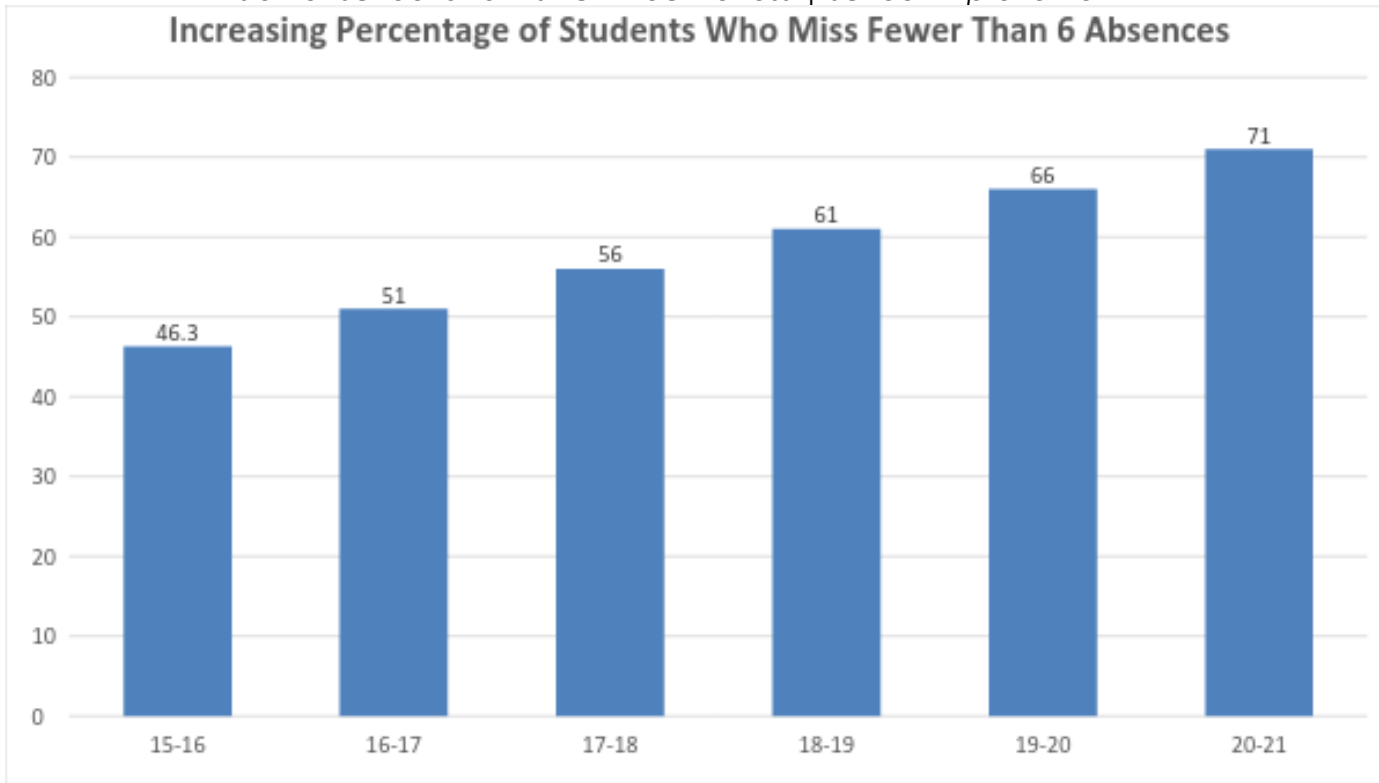
(SWP 2, 7, 9, 10)

Provide an optimal school environment; provide a healthy school environment.

Improve the School Climate Star Rating to a rating of \_\_\_\_ by increasing the percentage of affirmative responses on the student, teacher, and parent perception surveys, decreasing the discipline suspension rate, and increasing the average daily attendance of teachers, administrators, and staff members and the percentage of the students with less than six unexcused absences (See below for specific goals/timeline).



Division of School and District Effectiveness | School Improvement PLAN  
**Increasing Percentage of Students Who Miss Fewer Than 6 Absences**



**Provide an optimal school environment; provide a healthy school environment.**

**Improve the School Climate Star Rating to a rating of \_\_\_\_ by increasing the percentage of affirmative responses on the student, teacher, and parent**

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (WP 9)	Action /Strategies Include description of SWP (2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

perception surveys, decreasing the discipline suspension rate, and increasing the average daily attendance of teachers, administrators, and staff members and the percentage of the students with less than six unexcused absences (See below for specific goals/timeline).

Planning and Organization 3: **Monitors implementation of the school improvement plan and makes adjustments as needed**

Family and Community Engagement 1: **Creates an environment that welcomes, encourages, and connects family and community members to the school**

School Culture 4: **Supports the personal growth and development of students**

**ALL**

School Leadership Team develops a comprehensive parent involvement Plan  
**\*Complete monthly Federal Programs and Parent Involvement opportunity documentation**  
**\*The school will provide a Parent Night where all federal program requirements are shared, such as the School Improvement Plan, Highly Qualified staff information, and disaggregated assessment data.**  
**\*The school will provide family training through the assistance of the Parent Involvement Coordinator and the Academic Coach to involve parents in their child's academic development. The Local School Governance Team will meet monthly to discuss various initiatives that are taking place within the school.**

The School Leadership Team will develop a comprehensive student attendance plan, which school staff will support, to maximize increased attendance:  
**\*The school will create an attendance committee.**  
**\*The school social worker will provide attendance statistics to communicate to parents on monthly newsletter.**  
**\*Classroom teachers will take daily attendance and contact parents based on county policy.**  
**\*The school social worker will monitor student attendance and intercede based on county policy.**  
**\*The school attendance committee with the direction and assistance of the school social worker will develop and implement an attendance incentive plan for staff and students and review associated attendance data monthly.**

The school PBIS team develops a comprehensive behavior support plan to decrease discipline incidents and increase school-wide positive behavior:  
**\*School staff will be trained in the basic principles of behavior.**  
**\*School staff will be involved in teaching behavioral expectations to students throughout the year.**  
**\*An acknowledgment system will be implemented to reward staff and students based on demonstrating behavioral expectations.**  
**\*Parents will be notified of behavioral expectations and discipline consequences through the monthly PBIS newsletter and school website.**  
**\*The school PBIS team will meet at least monthly to review behavior data and make decisions based on that data to positively affect school-wide**

**Family training sessions, daily attendance reports by teacher and grade level, leadership team monthly review of attendance, Monthly review of discipline data in SWIS, PBIS team meeting agendas, Attendance Committee agendas, Parent Sign-in rosters, Faculty training sign-in rosters, Copies of monthly newsletters, PBIS product notebook**

**Mentoring club sign in sheets, Mentoring club product notebook**

**School Leaders Demonstrate**  
**\*Monthly submissions related to Federal Programs and Parent Involvement opportunities**  
**\*Monthly attendance reports to attendance committee by grade level, teacher and student.**  
**\*Implement incentives and rewards for improved school attendance**  
**\*Communication with families of board policy and school expectations**  
**\*Monitor and implement decisions based on discipline data from SWIS**  
**\*Provide monthly support through the school leadership team, attendance committee, and PBIS team meetings**  
**\*Awareness of students with repeat behavior offenses**

**Teachers Demonstrate**  
**:**  
**\*Documenting school to home communication**  
**\*Understanding of what the board policy is for student attendance**  
**\*Keep daily class logs accurately depicting student attendance**  
**\*Documenting regular communication with families when absenteeism is impacting learning**  
**\*Referrals to school**

**Review of attendance reports and monthly submissions to Federal Programs**

**Regular communication to parents on attendance expectations as well as the data of their own child's attendance**

**Welcoming events to the school to celebrate student attendance**

Goals and strategies in the attendance protocol continually evaluated by the leadership team as to its effectiveness and adjusting as needed

Parent Involvement Funds, Title I Funds, Focus School Funds



		<p><b>Monthly reports concerning student behavior.</b></p> <p><b>The school will collaborate with Headstart and the Colquitt County Pre-K program in order to provide smooth transitions into Okapilco’s academic setting.</b></p> <p><b>Okapilco school will provide both a Pre-K and Kindergarten readiness meeting for parents in order to provide academic, developmental, and social information for parents.</b></p> <p>The administration and faculty will continue to work closely with the YMCA Mentoring program in order to provide mentors to at-risk students.</p> <p>A mentoring club will be implemented to provide guidance and help students develop a GROWTH MINDSET</p> <p>The school counselor will provide counseling and guidance opportunities for all students in the areas of academic, personal/social and career development, as well as providing individual and small group counseling based on at-risk and/or low achieving students’ needs.</p>		<p><b>Parents Demonstrate:</b></p> <ul style="list-style-type: none"> <li>*Knowledge of school attendance policies</li> <li>*Knowledge of school-wide behavior expectations</li> <li>*Knowledge of parent involvement impact on student achievement</li> </ul>		
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### SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

(SWP 2, 7, 9, 10)

Close the achievement gap among subgroups (See Charts below for specific goals/timeline).

ELA	2014-15	2015-16	2016-17	2017-18	2018-19
GA All Students	60.3	63.6	66.9	70.2	73.5
Oka	48.058	53.39	58.7		
GA Asian/Pacific	92.7	93.3	93.9	94.5	95.1
Oka					
GA Black	45.1	49.7	54.3	58.9	63.5
Oka	26.471	34.171	41.871	49.571	57.271
GA Hispanic	51.3	55.4	59.5	63.6	67.7
Oka	53.261	57.031	60.801	64.571	68.341
GA Multi-Racial	65.5	68.4	71.3	74.2	77.1
Oka	30	38.81	47.62	56.43	65.24
GA White	72.8	75.1	77.4	79.7	82.0
Oka	63.218	67.115	71.012	74.909	78.806
GA ED	47.5	51.9	56.3	60.7	65.1
Oka	48.058	52.365	56.672	60.979	65.286
GA EL	36.3	41.6	46.9	52.2	57.5
Oka	53.659	56.059	58.459	60.89	63.259
GA SWD	31.6	37.3	43	48.7	54.4
Oka	34.091	39.71	44.651	49.931	55.211

Math	2014-15	2015-16	2016-17	2017-18	2018-19
GA All Students	63.8	66.8	69.8	72.8	75.8
Oka	61.408	67.443	73.478	79.513	85.548
GA Asian/Pacific	100	100	100	100	100
Oka					
GA Black	46.2	50.7	55.2	59.7	64.2
Oka	45.588	50.19	54.792	59.394	63.996
GA Hispanic	56.7	60.3	63.9	67.5	71.1
Oka	63.043	65.585	68.127	70.669	73.211
GA Multi-Racial	67.5	70.2	72.9	75.6	78.3
Oka	50	55.616	61.232	66.848	72.464
GA White	77.2	79.1	81	82.9	84.8
Oka	73.563	76.069	78.575	81.078	83.584
GA ED	51.2	55.3	59.4	63.5	67.6
Oka	61.408	63.806	66.204	68.602	71.0
GA EL	46.1	50.6	55.1	59.6	64.1
Oka	65.854	67.061	68.268	69.475	70.682
GA SWD	36.9	42.2	47.5	52.8	58.1
Oka	40.909	45.54	50.171	54.802	59.433

Division of School and District Effectiveness | School Improvement PLAN

Science	2014-15	2015-16	2016-17	2017-18	2018-19
GA All Students	57.4	61	64.6	68.2	71.8
Oka	49.515	54.429	59.343	64.257	69.171
GA Asian/Pacific	89.2	90.1	91	91.9	92.8
Oka					
GA Black	38.8	43.9	49	54.1	59.2
Oka	26.471	33.625	40.779	47.933	55.087
GA Hispanic	48.3	52.6	56.9	61.2	65.5
Oka	55.435	58.545	61.655	64.765	67.875
GA Multi-Racial	63.4	66.5	69.6	72.7	75.8
Oka	30	38.666	47.332	55.998	64.664
GA White	72.9	75.2	77.5	79.8	82.1
Oka	65.517	69.047	72.577	76.107	79.637
GA ED	44.9	49.5	54.1	58.7	63.3
Oka	49.515	53.345	57.175	61.005	64.835
GA EL	36.4	41.7	47	52.3	57.6
Oka	57.317	59.13	60.943	62.756	64.569
GA SWD	36.2	41.5	46.8	52.1	57.4
Oka	43.182	47.318	51.454	55.59	59.726

Social Studies	2014-15	2015-16	2016-17	2017-18	2018-19
GA All Students	59.7	63.1	66.5	69.9	73.3
Oka	43.447	49.547	55.647	61.747	67.847
GA Asian/Pacific	93.4	94	94.6	95.2	95.8
Oka					
GA Black	43.5	48.2	52.9	57.6	62.3
Oka	23.529	31.557	39.585	47.613	55.641
GA Hispanic	51.1	55.2	59.3	63.4	67.5
Oka	48.913	53.377	57.841	62.305	66.769
GA Multi-Racial	64.2	67.2	70.2	73.2	76.3
Oka	10	22.033	34.066	46.099	58.132
GA White	73	75.3	77.6	79.9	82.2
Oka	58.046	62.838	67.63	72.422	77.214
GA ED	47.1	51.5	55.9	60.3	64.7
Oka	43.447	48.456	53.465	58.474	63.483
GA EL	37.7	42.9	48.1	53.3	58.5
Oka	48.78	51.63	54.48	57.33	60.18
GA SWD	37.1	42.3	47.5	52.7	57.9
Oka	40.909	45.474	50.039	54.604	59.169

**SMART GOAL #3 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

Close the achievement gap among subgroups (See Charts below for specific goals/timeline).

Georgia School Performance Standard	Student Group (All or Subgroups, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

<p>Curriculum Standard 3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards revises as needed</p> <p>Assessment Standard 1: Aligns assessments with the required curriculum standards</p> <p>Instruction Standard 3: Establishes and communicates clear learning targets and success criteria aligned to curriculum standards</p>	<p><b>See Above</b></p>	<p>A process to review curriculum documents has been established and is implemented</p> <p>Collected data of student work are consistently analyzed, and the curriculum documents are revised as needed at all grade levels</p> <p>Assessments are reviewed during the school year to ensure alignment</p> <p>Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards</p> <p>Learning targets are evident throughout the lesson and in student work.</p> <p><b>A tertiary RTI process is developed and implemented to target math and reading gaps with progress monitoring</b></p> <ol style="list-style-type: none"> <li>Identify students for intensive intervention</li> <li>Purchase additional materials needed for intensive intervention services</li> </ol> <p>A school-wide RTI process is developed and implemented to address deficit areas of students</p> <p>Analyze Georgia Milestones domain performance to target areas of weakness.</p> <ol style="list-style-type: none"> <li>Strategic grade group planning over targeted area of weakness</li> <li>Identify subgroup (black, multi-racial) students for intensive intervention/remediation</li> <li>Additional materials needed for intervention</li> <li>Social Studies Domains weights will be reviewed to ensure alignment to the amount of time being spent of specific content areas</li> </ol>	<p>Curriculum documents, pacing guides, student work, common assessments, assessment data, benchmarks, grade level meeting notes, leadership team meeting notes</p> <p>RTI meeting agendas, RTI data, RTI Sign in sheets</p>	<p><b>School Leaders Demonstrate:</b></p> <p>Deep understanding of the curriculum that is being taught at each grade level along with the pacing charts</p> <p>Knowledge of students ongoing progression in each content area</p> <p><b>Teachers Demonstrate:</b></p> <p>Clearly communicating the learning targets and the criteria required to master the standards</p> <p>Clarity of which students are not mastering the standards</p> <p>Consistent implementation of common assessments and benchmark assessments throughout the school year</p> <p><b>Students Demonstrate:</b></p> <p>Articulation of the learning targets which is consistent and pervasive</p> <p>Knowledge of which standards they have mastered and which ones they need to master</p> <p><b>Parents Demonstrate:</b></p> <ul style="list-style-type: none"> <li>Knowledge of performance standards</li> <li>Understanding of student expectations</li> <li>Ongoing communication with teacher concerning student's performance of meeting and exceeding standards through conferencing and correspondence</li> </ul>	<p>On-going monitoring of articulation of both teachers and students of the learning targets</p> <p>Teachers teaching according to designed curriculum documents and pacing guides at each grade level.</p> <p>Evidence of teachers establishing clear learning targets and success criteria for students</p> <p>Students can articulate what they need to do to gain mastery of the standard.</p>	<p><b>Federal funding</b></p> <p><b>FLP funding</b></p> <p><b>Focus School funding</b></p>
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**SMART GOAL #4 (Specific, Measurable, Attainable, Results-Based, and Time-Bound)**

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		

Expose students to 21 century technology tools and skills; provide staff with appropriate professional development opportunities to grow as 21st century professionals. Increase the number 21<sup>st</sup> century technology tools within the school by \_\_\_\_\_%

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<p>Instruction Standard 6: Uses appropriate, current technology to enhance learning</p> <p>Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data</p> <p>Professional Learning Standard 2: Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance</p>	<p>ALL</p>	<p><b>Electronic devices are available in classrooms &amp; labs.</b></p> <p>Hands-on opportunities for learning and assessment will include CPS units, Smartboards, Chromebooks, IPADS, along with relevant software and websites.</p> <p>Lesson plans reflect the incorporation of technology for student acquisition of academic standards. This may be reflected in delivery, practice, or assessment, but should reflect student facilitation of technology when possible.</p> <p>The school will sponsor a technology club for 4<sup>th</sup> and 5<sup>th</sup> grade students in order for these students to prepare for the Colquitt County Technology Fair.</p> <p>During assigned lab time, students will receive instruction regarding typing, Google Docs, Microsoft Office applications, and other applications and websites that are educationally appropriate.</p> <p>Fifth grade students will use available technology to research occupational and career choice information in order to complete the 5<sup>th</sup> grade Career Portfolio.</p> <p>Available technology and applications will be used to provide remediation and RTI interventions.(Star Fall, Moby Max, Chrome books, Desktops, projectors, I Ready math &amp; reading, or any other technology related programs that affect and increase student learning outcomes)</p>	<p>Inventory of classroom technology, PL Logs regarding SIS, Chrome Books, GAFE, Microsoft365, Collaborative Planning documents referencing student work related to technology</p>	<p>School Leaders Demonstrate: *Vision of the changing world in the 21<sup>st</sup> century and is able to share this vision to prepare students to enter it (Exemplify ISTE Standards) *Creates processes for collecting and using student data for the improvement of instruction *Model and promote the frequent and effective use of technology for learning</p> <p>Teachers Demonstrate: *Ability to support students as producers of digital content, collaborators, and self-directed learners *Capacity to translate PL related to instructional technology in their standards based classroom</p> <p>Students Demonstrate: *Digital fluency, digital citizenship, critical thinking, problem solving, decision making, research and information fluency, creativity &amp; innovation, technology operations and concepts</p> <p>Parents Demonstrate: *Understanding of how technology is used throughout the school *Understanding of the vital role of technology on state mandated assessments *Consistent use of technology on a day to day basis within all subject areas</p>	<p>On-going monitoring of both teachers and students of digital fluency learning targets through classroom visits and evaluation</p> <p>Evidence of teachers utilizing acquired technology that produce meaningful opportunities for students</p> <p>Students can articulate how they use technology to reach learning targets</p>	<p>Title 1 funds FLP funds Focus School funds</p> <p>Computers Projectors Bulbs Ink Chargers for IPADS and Chromebooks</p> <p>Protection items for computer items</p> <p>Typing program Microsoft Applications</p> <p>Computer Applications such as: Brain Pop, Starfall, Moby Max Co-Writer, Brain Pop Jr., GoFar, Listening Stations,Hovercams, Earbuds,</p> <p>Or other applications that directly affect student achievement such as:  *zipgrade</p>
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**Professional Learning Plan to Support School Improvement Plan**

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
RTI: Reading Strategies and Progress Monitoring process	July, 2016- May 2017	School: District: RTI Director	RTI committee meetings and updates to evaluate progress monitoring	RTI spreadsheet and Student Progress Reports	
Common Assessment Development	July, 2016- May 2017	School: District: Curriculum Director(s)	Student Achievement data at the classroom/course # assessments level	Collaborative Planning Minutes regarding assessment result data	
GAFE, MS365, SIS, device Utilization	July, 2016-May 2017	School: District: Instructional Technology Director	Administration use of tools to transmit information and expectation by Administration for teachers to use technology tools is inspected through classroom observation and evaluation	Course assignments recorded in SIS reflect use of technological tools and devices	
Parent Involvement Activities	July, 2016-May 2017	School: District: Federal Programs Director & PIC	Administrative review of Federal Program documents collected each month prior to submission to central office; administrative/teacher involvement in the planning of activities activities	Parent Activity Logs Agendas & Minutes of Activities	
Using Data to Drive Instruction	August 2016	School: Okaplico Academic Coach	Principal, Assistant Principal, and Academic Coach will observe teachers.  Academic Coach will observe teachers and meet during collaborative planning to discuss use of Data Driven Instruction.	Data Notebooks Flexible Grouping Form	Using Data to Drive Instruction

**CONTINUED Professional Learning Plan to Support School Improvement Plan**

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
School-Wide Writing	August, October, December, February	Academic Coach	Principal, Assistant Principal, and Academic Coach will observe teachers.  Academic Coach will meet during collaborative planning to discuss writing task.	Student Work Standard Base Bulletin Board	
Implementing Rigorous Literacy Centers	August, September	Academic Coach	Principal, Assistant Principal, and Academic Coach will observe.  Academic Coach will meet individually to discuss implementation of literacy centers.	Lesson Plans Literacy Center Form	
Incorporating Technology	September	Academic Coach	Principal, Assistant Principal, and Academic Coach will observe.  Academic Coach will meet individually to discuss implementation of technology integration.	Lesson Plans	
PBIS	August 2016-May 2017	School Counselor PBIS Team	School Counselor, PBIS Team	PBIS Notebook, Meeting Agendas, Sign in Sheets	

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<p>Transitioning to PLCs</p> <ol style="list-style-type: none"> <li>1. Protocols</li> <li>2. Lesson Planning             <ol style="list-style-type: none"> <li>a. Targets</li> <li>b. Data Driven Instruction</li> <li>c. Creation and use of assessments</li> <li>d. Rigorous and aligned activities and assessments</li> </ol> </li> </ol>	<p>August - May 2017</p>	<p>Grade Groups Academic Coach</p>	<p>Principal, Assistant Principal and Academic Coach will observe</p> <p>Academic Coach will observe and then meet with grade levels and individuals to establish protocols and the incorporation of items within the lesson plan design</p>		

## Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. If no, explain \_\_\_\_\_ (Yes or no)

List efforts to recruit highly qualified teachers to your school.

**Resources:**

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title I - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>